



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




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PUBLIC INSTRUCTION

MEMORANDUM

TO: Local and Intermediate School District Superintendents, School Principals, School Staff involved in State Assessments, ISD and Local Special Education Directors, Public School Academy Directors and Public School Academy Special Education Contacts

FROM: Michael P. Flanagan, Superintendent of Public Instruction 

DATE: March 31, 2009

SUBJECT: MEAP-Access Eligibility Criteria and Supporting Documents

On Tuesday, March 17, 2009, the State Board of Education approved a format for the MEAP-Access assessment that was piloted in February. The MEAP-Access assessment will become operational in the fall of 2009.

The MEAP-Access is intended to bridge the gap between the MI-Access assessments and the Michigan Educational Assessment Program (MEAP) for students with disabilities. With the addition of the new MEAP-Access, the following continuum of assessment options now exists for students in grades 3-8:

MEAP (without accommodations)
MEAP (with accommodations)
MEAP-Access
MI-Access Functional Independence
MI-Access Supported Independence
MI-Access Participation

To accompany the approval of the MEAP-Access assessments, eligibility criteria and guidelines for participation have been developed to assist Individualized Education Program (IEP) Teams in the identification of students who may appropriately participate in MEAP-Access.

The eligibility criteria are provided as Attachment A to this memorandum, and are also available on the MEAP-Access web page at <http://www.michigan.gov/meap-access>.

One major criterion for eligibility to participate in MEAP-Access is the use of a standards-based IEP. A copy of an article regarding standards-based IEPs is included as Attachment B for your information. This article describes standardized-

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based IEPs and provides sample IEP pages to assist IEP Teams in meeting the requirements for a standards-based IEP.

Schools can use existing IEP forms to document the student's participation in MEAP-Access. This documentation may be recorded anywhere in the IEP.

Further questions may be directed to Dr. Joanne Winkelman, Office of Special Education and Early Intervention Services at 517-373-1696 or email to winkelmanj@michigan.gov or Mr. Dan Evans, Office of Educational Assessment and Accountability at 517-335-1165 or email to evansd2@michigan.gov.

Enclosures

Standards-Based Individualized Education Programs (IEPs) Benefit Students

IEPs Must Align With the General Education Curriculum

by Dr. Patricia MacQuarrie, Project Facilitator to the Standards-Based IEP Work Group for the Michigan Department of Education, Office of Special Education and Early Intervention Services.

The *No Child Left Behind Act of 2001* (NCLB) makes schools accountable for the learning and achievement of all students. The need to align individualized education programs (IEPs) with the general curriculum was first introduced in the 1997 reauthorization of the *Individuals with Disabilities Education Act* (IDEA). In 2004, the IDEA was reauthorized to align with NCLB, and a powerful connection was created. NCLB drives accountability and furthers alignment with state standards and assessments administered to all students with disabilities. Related requirements in IDEA 1997, IDEA 2004, and NCLB are the driving forces that affect the planning process for IEPs.

This article explains the need for standards-based or aligned IEPs and shows how IEPs that align with the general education curriculum benefit students throughout their educational years and help prepare for postsecondary goals. It also provides general guidelines for making appropriate assessment choices for students with disabilities (see sample *Present Level of Academic Achievement and Functional Performance (PLAAFP)* and *Goal* forms below).

Why Standards-Based IEPs?

The IDEA 1997 cited findings from 20 years of research and experience that demonstrate that the education of students with disabilities can be more effective by having high expectations for students and ensuring access to the general education curriculum for the maximum extent possible. The IDEA 2004 expanded on the need for “access to the general education curriculum” by adding “in the regular classroom,” thereby increasing the access to the general education curriculum for students with disabilities.

According to the California Comprehensive Center, which works to implement NCLB in California, the lack of requiring a general education curriculum in special education settings prior to the IDEA 1997 resulted in the following for students with disabilities:

- Students were often excluded from the general education curriculum or only exposed in a moderate form.
- Students were almost always exposed to an alternate curriculum district and statewide, which was often “deficit-driven instruction.”
- Students were not included in district and statewide assessments.

Without active engagement in the general education curriculum, or with very limited access to the general education curriculum, students with disabilities missed opportunities

to reach their full academic potential. Some students were unable to achieve otherwise attainable postsecondary goals such as supported employment and postsecondary education because of the lack of emphasis on achieving high levels of academic success. Furthermore, because students with disabilities were not always included in statewide assessments, states and school districts were not held to a high level of accountability for the quality of special education services.

Standards-based IEPs reinforce the concepts that shape our current education principles, policies, and practices:

- All students are general education students.
- There is one curriculum—the general education curriculum.
- The IEP identifies supports necessary for students with disabilities to achieve and make progress in the general education curriculum.

Standards-based IEPs encourage teachers and parents to consider all students as general education students with access to and support in the general education curriculum.

Michigan educators have an obligation to challenge students with disabilities to engage in more of the Grade Level Content Expectations (GLCEs). This responsibility falls on both special education teachers and general education teachers. Special education teachers must gain a deep understanding of GLCEs. General education teachers must work with special education teachers throughout the IEP process and accommodate students to ensure access and engagement in the general education curriculum.

General Guidelines for a Standards-Based IEP and Assessment Choices

When creating a standards-based IEP, the IEP team should incorporate as many of the GLCEs as are deemed appropriate for the student. All IEP team members will need to be familiar with the general education curriculum standards based on GLCEs, as well as all of the state assessments, in order to be able to make informed decisions.

Under NCLB, all students are expected to participate in a statewide assessment. The need for higher levels of student performance on assessments puts an emphasis on access to the general education curriculum; this access is supported through a standards-based IEP. Therefore, the success of teaching GLCEs to students with disabilities will be reflected in assessment scores, which are used to determine a school district's adequate yearly progress (AYP) score. Schools failing to make AYP for two consecutive years in either English language arts or mathematics are identified for improvement and must work with the Michigan Department of Education (MDE) to develop plans for such improvement.

If the student is challenged with the most demanding assessment that is appropriate, the team and the student will be able to evaluate the success of learning the GLCEs. If a student were to take an alternate assessment, despite being capable of taking the regular assessment, a proficient score would still fail to inform the IEP team if the student is successfully learning from his or her curriculum. Also, parents should remember that their

child may be eligible for the Michigan Promise scholarship if the student participates in the regular high school assessment, the Michigan Merit Exam (MME), with or without accommodations.

New Assessment Regulation on Target for Implementation in Michigan

In April of 2007, the U.S. Department of Education (USDoE) officially introduced a regulation to NCLB and IDEA known as the “2% Regulation.” This regulation permits states to develop optional alternate assessments based on Modified Achievement Standards (AA-MAS) that are aligned to grade-level content. The regulation encouraged states to develop the format and procedures for making decisions regarding state assessment(s) taken by students with disabilities. States that do not meet the USDoE deadline will not be allowed to use the flexibility when calculating results of AA-MAS taken by students with disabilities toward AYP under NCLB.

Michigan’s AA-MAS is being developed through the Michigan Department of Education’s Office of Educational Assessment and Accountability (OEAA) and the Office of Special Education and Early Intervention Services (OSE-EIS). The new assessment, MEAP-Access, like the current MI-Access assessments, is intended to be utilized when IEP teams determine that the Michigan Educational Assessment Program (MEAP), even with accommodations, is not appropriate for a student with an IEP. Michigan’s AA-MAS, which has been piloted across the state, will be administered as part of the Michigan Educational Assessment System (MEAS).

A standards-based IEP, or aligned IEP, does the following:

- Ties the IEP to the general education curriculum.
- Provides positive directions for goals and interventions.
- Utilizes standards to identify specific content critical to the student’s successful progress in the general education curriculum.
- Promotes a single educational system that is inclusive through common language and curriculum.
- Ensures greater consistency across schools and districts.
- Encourages higher expectations for students with disabilities.

The regulation has monitoring language specifying that states must develop clear and appropriate guidelines and training to ensure that teams develop and implement IEPs based on grade-level, standards-based goals, and that the state will monitor whether that is occurring. This regulation requires that all students have access to the same challenging curriculum as their peers and that IEP goals address the skills specified in state content standards for the grade in which the student is enrolled. This must occur in such a way that does not preclude earning a high school diploma. Having standards-based IEPs is one way to accomplish this alignment.

As part of Michigan’s preparation to meet all of the new federal requirements, the OSE-EIS formed a work group to review the IEP requirements. The work group developed a draft of a new IEP format and will continue to develop standards-based procedural and

guidance documents. The prototype of the IEP format and guidance documents will be distributed to school districts later in 2009; a transition to the new IEP format will begin at that time.

The majority of students, including students with disabilities, should take the regular assessment. The AA-MAS should be reserved for students who cannot be accurately assessed with a regular assessment. According to Kerri Briggs, Assistant Secretary for the Office of Elementary and Secondary Education, "A small group of students can take the AA-MAS to ensure that all students with disabilities are counted in the accountability system and are appropriately assessed. These are students whose disabilities preclude them from achieving grade-level proficiency in the same timeframe as other students. Since all students with disabilities are to be receiving instruction in the grade-level curriculum, these tests will not only ensure their inclusion in accountability systems but also inform instruction."

The IEP team should choose the assessment that will best test the GLCEs taught in the student's curriculum. By making appropriate modifications and providing a challenging curriculum for students with disabilities, based on GLCEs, students are given the opportunities to achieve their highest level of success. The new standards-based IEP forms to be finalized in 2009 will help guide IEP team members in making the best decisions when aligning the IEP to the general education curriculum.

According to a recent study done by the National Center for Educational Outcomes (NCEO Synthesis Report 37) and Thompson et al., 2001, there are a number of benefits to standards-based IEPs or aligned IEPs:

- "...students with disabilities had improved exposure to subject matter..."
- "...collaboration between special and general education teachers was greater when they worked with a student with an aligned IEP."
- When using an aligned IEP, educators tended to focus on high expectations rather than academic deficits.
- The aligned IEP changed teachers' pedagogy and attitudes to ensure that students with disabilities had access to the general education curriculum.
- There was improved use of academic interventions, accommodations, and test data.

There are barriers to standards-based IEPs or aligned IEPs as well, including:

- Lack of time for functional skills instruction.
- Philosophical disagreements related to individualized versus standardized content instruction.

Section 2: Option I—Sample PLAAFP Statement

Student's Name Last: _____ First: _____ Middle: _____ IEP Date: _____

Section 2: Option I

Present Level of Academic Achievement and Functional Performance (PLAAFP)

The IEP has considered the following special factors:

- A need for positive behavior interventions, supports, and other strategies.
- The **language/communication mode** for a student who is deaf/hard of hearing.
- The **language needs** for a student with limited English.
- A need for **Braille instruction**.
- The **communication needs** of the student.
- A requirement for **assistive technology**.

After reviewing this student's progress in the general education curriculum and prior special education goals and objectives, describe the student's present level of academic achievement and functional performance.

<p>In areas of need, report baseline data with same age peer comparison such as curriculum based assessments, student work, teacher observations, parent input, and other data scores that have been collected over time.</p>	<p>To enable the student to access or make progress in general education curriculum based on grade level content standards for grade in which the student is enrolled or would be enrolled based on age:</p> <ul style="list-style-type: none"> • Describe modifications/accommodations currently used. • Describe modifications/accommodations and goal areas student needs.
<p>ACADEMIC/PRE-ACADEMIC ACHIEVEMENT: <i>Individual tests and/or district-wide assessments (required).</i></p> <p>Reading:</p> <p>Mathematics:</p> <p>Written Language:</p>	
<p>TRANSITION ASSESSMENT: <i>Age appropriate related to training, education, employment, and independent living skills.</i></p>	
<p>COMMUNICATION/SPEECH & LANGUAGE:</p>	
<p>SOCIO-EMOTIONAL/BEHAVIORAL:</p>	
<p>PERCEPTION/MOTOR/MOBILITY: <i>Gross and fine motor coordination, balance, and limb/body mobility.</i></p>	
<p>ADAPTIVE/INDEPENDENT LIVING SKILLS: <i>Skills for academic success and independent living (where appropriate).</i></p>	
<p>MEDICAL: <i>Health, vision, hearing, or other physical/medical issues.</i></p>	
<p>ASSISTIVE TECHNOLOGY: <i>If previously assigned.</i></p>	
<p>GENERAL EDUCATION CURRICULUM: <i>Student involvement and progress in general education curriculum or participation in appropriate activities for preschool children.</i></p>	

The new forms contain two options for IEP teams to consider as they write PLAAFP statements and review a student's progress in the general education curriculum and on special education goals. Option I (above) gives the most specific guidance to IEP teams. This is the first time MDE has provided options for IEP teams to consider in order to best reflect the progress, needs, and goals of the student.

Section 4: Option I—Sample Goals and Objectives/Benchmarks

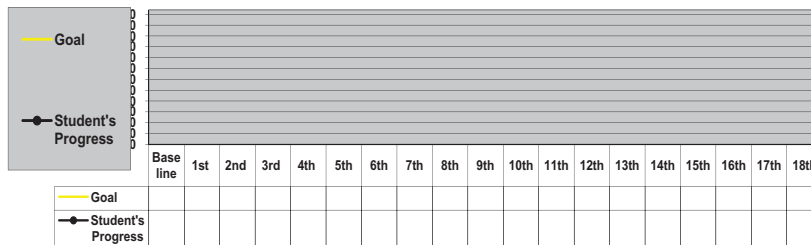
Student's Name Last: _____ First: _____ Middle: _____ IEP Date: _____

Section 5: Option I Goal and Objectives/Benchmarks

Instructional Area: (content area—strand/domain)
Michigan Content Expectations Upon Which Goal Will Be Based: (GLCE/EGLCE/HSCE/EHSCE/Preschool Outcomes)
Baseline Data: _____ is currently _____ on the _____. (student)
Annual Goal: By _____ the _____ will _____ when/at _____ on _____. (student) (demonstrate skill) (conditions criteria) (assessment/evaluation)
Position(s) Responsible for Implementing Goal Activities: <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> General Education Teacher <input type="checkbox"/> TC <input type="checkbox"/> SLP <input type="checkbox"/> SSW <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Other: _____
Position(s) responsible for reporting progress on goal: _____
The transition area related to the above stated goal is: _____

Short-Term Objectives/Benchmarks	
By the end of _____ marking period _____, _____ will _____ on _____. (#) (school year) (student) (criteria) (assessment/evaluation)	
By the end of _____ marking period _____, _____ will _____ on _____. (#) (school year) (student) (criteria) (assessment/evaluation)	
By the end of _____ marking period _____, _____ will _____ on _____. (#) (school year) (student) (criteria) (assessment/evaluation)	
By the end of _____ marking period _____, _____ will _____ on _____. (#) (school year) (student) (criteria) (assessment/evaluation)	

Student Progress Toward Annual Goal Based on:



Progress Reporting		
Report Date:	Progress:	Comments:
Report Date:	Progress:	Comments:
Report Date:	Progress:	Comments:
Report Date:	Progress:	Comments:

Schedule for Evaluation/Reporting Progress

This progress report will be sent home to parents every _____ weeks.
(#)

There are two options for IEP teams to consider as they develop goals and objectives for each student. Option I (above) gives specific direction on developing goals and objectives as well as progress monitoring.

MEAP-Access

Eligibility Criteria and Guidelines for Participation

March 2009

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MEAP-Access – Michigan’s Alternate Assessment Based on Modified Achievement Standards

Background

On April 7, 2007, the U.S. Department of Education (USED) issued regulations describing Alternate Assessments based on Modified Achievement Standards (AA-MAS). The regulations permit a state to develop an assessment aligned with modified academic achievement standards as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act (ESEA). These regulations can be downloaded at <http://www.ed.gov/admins/lead/speced/toolkit/index.html>.

The assessment must be based on modified academic achievement standards that cover the same grade level expectations as the general assessment. In Michigan, the general assessment for grades three through eight is the Michigan Educational Assessment Program (MEAP). According to the regulations, only the academic achievement standards are modified, **not** the content standards upon which the assessment is based. In Michigan, the content standards for the general assessments are the Grade Level Content Expectations (GLCEs). For more information on the GLCEs, please visit the Office of School Improvement Web page at www.michigan.gov/osi.

The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to and instruction in, grade level content. For more details related to this regulation, the USED has published a guidance document that is in a question and answer format. It can be downloaded at the same Web site listed above. It is also posted on the MI-Access Web page at www.michigan.gov/mi-access.

The Michigan Department of Education (MDE) was awarded a grant from the U.S. Office of Special Education Programs to develop AA-MAS that will fulfill an important need in the Michigan Educational Assessment System. This project has dual purposes: (1) to design a replicable process for modifying the existing MEAP English Language Arts (ELA) and Mathematics assessments in grades 3-8 by reducing length and difficulty levels while maintaining appropriately challenging content that reflects the state’s GLCEs; and (2) to create an online professional development system that can be adopted and adapted by states, school districts, and individual educators.

Through the efforts of the MDE and its collaboration with the offices of Educational Assessment and Accountability; Special Education and Early Intervention Services; School Improvement; Educational Technology and Data Information; as well as local district educators; assessment experts; and other stakeholders; Michigan has a continuum of assessments that reflects a tradition of highest technical quality, which is founded in robust curriculum standards and the knowledge and skills of a diverse population. MEAP-Access (Michigan’s AA-MAS) will complete the continuum, providing a valid, reliable, and fair measure of the achievement of students who struggle with the academic content areas of ELA and mathematics and who do not meet grade level expectations for the grade in which they are enrolled. Michigan educators have struggled to make decisions about participation in statewide assessment for a group of students who have difficulty learning grade level content in the same timeframe as many peers. Often, these students have participated in MEAP with accommodations, which has proved inappropriately difficult, or taken MI-Access Functional Independence (FI) which

did not provide an appropriate level of challenge. The FI assessments are based on Extended Grade Level Content Expectations (EGLCEs) that are aligned to the GLCEs. For more information on the EGLCEs, please visit the MI-Access Web page at www.michigan.gov/mi-access. Neither MEAP nor FI assessments permitted these students to demonstrate what they truly know and are able to do in regard to state content standards.

State Assessment Continuum

Assessment	Type of Assessment	Based On
MEAP/MME	General	GLCEs/HSCes
MEAP/MME with Accommodations	General	GLCEs/HSCes
MEAP-Access	AA-MAS	GLCEs
Functional Independence	AA-AAS	Extended GLCEs
Supported Independence	AA-AAS	Extended GLCEs
Participation	AA-AAS	Extended GLCEs

Like the current MI-Access assessments, the MEAP-Access assessments will also apply universal design criteria in order to maximize accessibility so that students may better show what they know and are able to do.

In December 2008, draft eligibility criteria were distributed statewide for public input. The MEAP-Access pilot assessment was administered in winter 2009. Data from the pilot assessment and comment on the draft criteria were analyzed and compiled in March 2009 and presented to the State Board of Education (SBE) for their approval. Following the incorporation of SBE discussion, the final MEAP-Access Eligibility Criteria and Participation Guidelines and assessment formats were produced.

Eligibility Criteria for Participation in MEAP-Access

In order for a student to be eligible for the MEAP-Access assessment, ALL of the following criteria must be met:

A Student with a disability

- A Student must have a current Individualized Education Program (IEP).
- Students with a Section 504 Plan are NOT eligible for alternate assessments.

The Individualized Education Program (IEP)

- The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the GLCEs.
- The IEP goals should be attainable within the year covered by the IEP. Building blocks to attain the grade-level goals can start where the student is currently functioning. Short-term goals and objectives may incorporate below grade-level GLCEs needed as prerequisites in order to attain the grade-level goal.
- The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.

Instruction

- The student must have access to and instruction in grade-level content for the grade in which the student is enrolled.
- Instruction must be provided by a highly qualified teacher.
- Instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught.

Impact of disability

- There must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers.

Progress over time

- The student's progress or lack of progress must be determined using multiple objective and valid measures of the student's academic achievement over time.
- There is no set length of time during which the data must be gathered, but there must be enough time to document the progress (or lack of progress) in response to appropriate instruction. Measures, such as the following, may be used:
 - end-of-course assessments;
 - district-wide assessments;
 - classroom assessments;
 - formative assessments;
 - standardized achievement testing;
 - State assessments (MEAP or MI-Access alone would not be sufficient documentation to show progress or lack of progress).

Other considerations

- The IEP Team must not base their decision to participate in the MEAP-Access assessments solely on the student's:
 - special education category;
 - ethnicity;
 - economic background

- A student's lack of progress cannot be solely due to excessive absences.
- Participation in state assessment decisions must be determined annually by the IEP Team.
- It is expected that there will be students with disabilities who take MEAP-Access one year, make considerable progress during the school year, and then take the MEAP the following year. Therefore, an IEP Team must consider a student's progress annually based on multiple objective measures of the student's achievement before determining that the student should be assessed with MEAP-Access.
- In determining if the MEAP-Access assessment is appropriate, the IEP Team needs to determine if the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.
- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma.

Examples of Possible Learning Characteristics of Students Participating in MEAP-Access

- Have some grade-level knowledge for the grade they are enrolled.
- Have sufficient cognitive ability to transfer or generalize learning when taught strategies to do so.
- Have sufficient capacity to achieve grade-level standards, but not to the same level of rigor and/or during the same timeframe.
- Need additional learning opportunities, (e.g., repetition of concepts, strategies to stay on task, skills, and accommodations) in order to achieve grade level standards.
- Difficulty with complex language when learning skills and concepts (e.g., syntax, multi-step instructions).
- May read below grade level.

Assessment Options (MEAP, MEAP-Access, or Functional Independence)

Prior to the implementation of MEAP-Access, the IEP Team could determine that a student would take the MEAP for one or more content areas and MI-Access Functional Independence (FI) for the remaining content area(s). For example, a student could take MEAP mathematics and FI in English Language Arts (ELA). With the addition of MEAP-Access, the IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or FI. The IEP Team is responsible for making this decision for each content area assessed at a given grade. For example:

- A student may take MEAP mathematics and MEAP-Access ELA.
- A student may take MEAP-Access mathematics and FI ELA.
- A student may take MEAP ELA and FI mathematics.

The case studies in **Appendix B** provide several examples of student characteristics and a key for determining what assessment the student would likely be best assessed with based on the information provided. These examples only cover MEAP, MEAP-Access and MI-Access Functional Independence. As in the past, if an IEP Team determines that a student will participate in MI-Access Supported Independence or Participation, he or she must take the same assessment for all content areas (e.g., Supported Independence ELA and Mathematics or Participation ELA and Mathematics).

Consequences

The participation in statewide assessment decision-making process conducted by the IEP Team must take into account the following potential consequences:

- If a student participates in a MI-Access FI assessment, it is assumed the student is receiving instruction based on Michigan's FI Extended Grade Level Content Expectations (EGLCEs).
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and earn a general high school diploma.
- The student may not qualify for the Michigan Promise Scholarship.

Appendix A

Individual Student Decision Checklists by Content Area

Directions: Each of the following questions must be answered for each content area. If the answer to any of the questions is "No" the student is not eligible to participate in the MEAP-Access assessments.

Mathematics

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student's disability precludes the student from achieving the grade-level standards at the same level of rigor as the student's peers?		
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's academic achievement over time?		
5.	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Comments:

English Language Arts

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student's disability precludes the student from achieving the grade-level standards at the same level of rigor as the student's peers?		
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's academic achievement over time?		
5.	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Comments:

Appendix B

Student Case Studies

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Case Study – Sample 1

Phil

- Ten-year-old male in the 4th grade
- Has a primary disability of Specific Learning Disabilities in mathematics reasoning and mathematics calculations based on his current IEP
- Initial IEP was in 3rd grade
- Receives help from a special education teacher within the general education mathematics classroom focusing on grade level content standards
- Verbal skills are excellent and he is able to ask specific questions about what is difficult when working through mathematics problems
- Receives accommodations in classroom and testing situations
- Currently takes the MEAP in all content areas
- Test-taking strategies are provided to him
- Uses standard MEAP accommodations
- Receives direct instruction when new math concepts are introduced
- Receives one-on-one directions and small-group instruction when needed
- Uses a calculator
- Needs a lot of repetition of math concepts already learned
- Wants to continue on with post-secondary schooling. Does not have a goal in mind yet

Standardized Assessment (Standard Score = SS):

- The Key Math Test was administered in grade 3
 - Basic Concepts: SS 74
 - Operations: SS 85
 - Application: SS 62

Statewide Assessment:

- Grade 3 MEAP scores in all content areas fell within the Proficient levels except mathematics, which was in the Not Proficient category

Classroom Assessment:

- His report card markings since he entered school show that he is meeting GLCEs in all areas except for mathematics

Case Study - Sample 2

Brian

- Eight-year-old boy in the 3rd grade
- Primary disability of Cognitive Impairment
- IEP was developed at the end of 2nd grade
- His IEP goals in mathematics are based on Michigan GLCEs
- ELA goals are based on GLCEs related to decoding and Extended GLCEs for comprehension
- Recently tested out of speech and language services
- Currently receives instruction in the general education classroom with special education support
- Needs directions and tests read and explained to accommodate his low comprehension skills
- Tends to be disorganized and is not able to sequence steps like his classmates
- Small group instruction is needed for completion of assignments and tests due to distractibility and comprehension level
- Mathematics facts are not memorized, use of calculator needed and assistance in multi-step problems
- Is capable of asking for assistance but often does not because Brian thinks that he understands tasks

State Assessment:

- Brian received a 4 (not proficient) in the ELA section of the fall 3rd grade MEAP
- He received a 3 (partially proficient) on the fall 3rd grade MEAP mathematics assessment

Classroom Assessments:

- Received marks on his report card that imply that he is not meeting the year-end GLCEs, but is meeting the Extended GLCEs in ELA.
- Showing progress on the mathematics GLCEs
- Brian's portfolio contains collected work samples from 1st grade that provide evidence that he is progressing at grade level in mathematics, but continues to have difficulty in the area of ELA even when his goals are based on Extended GLCEs.

Standardized Assessment (Standard Score = SS):

- Kaufman Test of Educational Achievement II (KTEA-II):
 - Mathematics Concepts and Applications: SS 80
 - Reading Comprehension: SS 60
 - Letter and Word Recognition: SS 70

Case Study - Sample 3

Marie

- 12-year-old female in the 6th grade
- Identified as a student with a hearing impairment and receives related services in speech and language as documented in her IEP
- Identified as hearing impaired at the age of four
- Marie has some hearing. She uses hearing aids and lip reads, but does not use sign language
- Receives speech and language services through collaboration with the general education teacher and some one-on-one therapy
- The speech pathologist coordinates the speech/language therapy with the ELA lessons taught in the general education classroom
- The IEP includes grade-level goals in ELA and mathematics
- Receives instruction based on the Michigan GLCEs in all academic areas with extended time allowed for assignments and completion of tests
- Needs accommodations with reading comprehension. For example, she needs help with new vocabulary and identifying key concepts
- Needs accommodations in written expression, such as composing multi-paragraph essays
- The teacher has paired Marie with other students in her general education English class to assist in organizing her compositions
- Difficulty in reading comprehension and written expression impacts other content areas, but with accommodations and special education services she is able to maintain grade-level achievement in all areas excluding ELA
- Marie is a very organized student, but needs assistance to have directions broken down into shorter steps for her to process
- Has good sight word vocabulary, but needs help reading long passages
- Very social and has lots of friends. Friends seem unaware of her disability because she is so strong with social interactions
- Will continue with education after high school. Wants to go to college to become a dental hygienist

State Assessments:

- Received a 4 (not proficient) in the area of ELA on the MEAP in grades 3 and 4, and received a 3 (partially proficient) in ELA on the MEAP in grade 5
- Received a 3 (partially proficient) in mathematics on the MEAP in grades 3 and 4 and received a 2 (proficient) in mathematics on the MEAP in grade 5

Classroom Assessments:

- Receiving marks on her report cards for the last two years that show she is not meeting year-end expectations on her standards-based report card for her English Language Arts class
- Achieving grade level expectations in mathematics

Case Study - Sample 3 (continued)

Formative Assessments:

- End-of-the-year DIBELS oral reading fluency was 50 words correct per minute in 4th grade connected text, and 65 words per minute in connected text correct in 5th grade. A typical 5th grader in connected text would be reading over 100 words per minute.

Case Study - Sample 4

Sue

- Thirteen-year-old female in the 7th grade
- Primary disability of Autism Spectrum Disorder (ASD)
- Identified as ASD at age 3
- Performing at the top of the general education seventh grade mathematics class
- Receives ELA instruction from the teacher of students with ASD in the special education classroom
- Receives instruction based on Extended GLCEs for ELA
- Reads at approximately the 3rd grade level with writing skills at the 2nd grade level
- Refuses to write anything except to show her work on math problems

State Assessment

- MEAP – consistently attained Proficient on MEAP throughout school career in mathematics
- Not proficient (Emerging) on the Functional Independence (FI) ELA assessment since 5th grade

Standardized Assessment

- Wechsler Individual Achievement Test – Second Edition (WIAT-II)
 - Numerical Operations SS 110
 - Mathematics Reasoning SS 115
 - Word Reading SS 66
 - Reading Comprehension SS 68
 - Written Expression - refused to complete this subtest

Case Study - Sample 5

Tina

- 13-year-old in the 8th grade
- Received a diagnosis of Attention Deficit Hyperactivity Disorder from her pediatrician when she was 8 years old
- Identified as Otherwise Health Impaired in grade 3
- Very unorganized and frequently forgets to turn in assignments or loses them
- Needs frequent cues and prompting to stay on task
- Frequent re-teaching of concepts is needed in order to apply them to new learning
- Receives instruction in resource room for ELA and mathematics. The classes in the resource program are based on the 8th grade GLCEs
- Is social, but often has conflicts with fellow female classmates

Standardized Assessment (Standard Score = SS):

- Woodcock-Johnson III Tests of Achievement
 - Broad Reading: SS 70
 - Letter Word Identification: SS 76
 - Reading Fluency: SS 66
 - Passage Comprehension: SS 68
 - Broad Math: SS 65
 - Calculation: SS 69
 - Math Fluency: SS 61
 - Applied Problems: SS 71

Statewide Assessments:

- MEAP – ELA 3rd grade (not proficient), 4th grade (partially proficient), 5th and 6th grades (not proficient), 7th grade (partially proficient)
- MEAP – Math 3rd grade (proficient), 4th-7th grades (not proficient)

Report cards:

- Inconsistent. Works best within a well-organized classroom. Grades have fluctuated over the years. As school work has become complex, her report card grades reflect Cs to Fs. Some of the grades were lower due to incomplete assignments.

Case Study Answer Key

Case Study 1 – Phil

MEAP-Access - Mathematics
MEAP - English Language Arts

Case Study 2 – Brian

MEAP - Mathematics
MEAP-Access - English Language Arts

Case Study 3 – Marie

MEAP - Mathematics
MEAP - English Language Arts

Case Study 4 – Sue

MEAP - Mathematics
Functional Independence - English Language Arts

Case Study 5 – Tina

MEAP-Access - Mathematics
MEAP-Access - English Language Arts